



**DEAR BRNET MEMBERS AND AFFILIATES:**

Thank you for being a part of the Bullying Research Network! In our December newsletter, you will find updates from the network.

Be sure to check out our website at <http://cehs.unl.edu/BRNET/> for additional resources and announcements.

**BRNET DECEMBER 2022  
NEWSLETTER:**

- 1 - Members and Affiliates**
- 2 - Author Exchange**
- 3 - Other Announcements**

**BRNET New Members!**

BRNET has a current total of 269 members from 29 countries! **Welcome Dr. Peter Macaulay!**

**New Affiliates of BRNET!**

BRNET has a current total of 109 Affiliates from 18 countries! **Welcome Haining Ren!**

Please send recommendations for potential **BRNET members** (i.e., faculty, researchers, and clinicians who are conducting research on bullying or related topics) to Drs. Shelley Hymel, Susan Swearer, Wendy Craig, or to [bullyresearchnet@gmail.com](mailto:bullyresearchnet@gmail.com). Additionally, you may direct potential BRNET members toward our website for further information: <https://cehs.unl.edu/BRNET/become-member-or-affiliate/>.

*If you have recently joined BRNET and have not yet provided your information, please send the following to [bullyresearchnet@gmail.com](mailto:bullyresearchnet@gmail.com).*

1. contact information that can be posted on the website;
2. a brief biography of you and your work that can be posted on the website;
3. a list of current/ongoing projects in this area;

4. an annotated bibliography of your work in this area (i.e., full reference plus a few sentences about the work) or curriculum vitae that can be posted on the website;
5. relevant web-based links you would like to share.

**Affiliates of BRNET** (formerly known as ‘Friends of BRNET’) is a group of graduate students, administrators, parents, and individuals who are interested in learning more about the Bullying Research Network. Affiliates of BRNET receive our monthly e-newsletter. If you are interested in becoming an Affiliate of BRNET or want to refer someone to Affiliates of BRNET, please email Catie Carney, the BRNET Coordinator, at [bullyresearchnet@gmail.com](mailto:bullyresearchnet@gmail.com) with the following information: name, title, address, and email address.

### **BRNET Author Exchange - Member and Affiliate Publications**

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*If you would like to share research articles or other publications to be highlighted in our monthly newsletters, please email Catie Carney at [bullyresearchnet@gmail.com](mailto:bullyresearchnet@gmail.com) with the following information:*

- Your article citation (with a link to the DOI, if possible)
- Your article abstract
- Your email (so individuals who receive our newsletter can request further information, if desired)

**Dr. Veenstra** and colleagues recently published the following paper in the *International Journal of Bullying Prevention*. Please see the attached PDF and citation below.

van Aalst, D.A., Huitsing, G. & Veenstra, R. A systematic review on primary school teachers' characteristics and behaviors in identifying, preventing, and reducing bullying. *International Journal of Bullying Prevention*. <https://doi.org/10.1007/s42380-022-00145-7>

BRNET affiliate, **Emma Wilson**, recently published the following paper in the *Journal of Adolescence*. Please see the citation below.

Wilson, E., Crudginton, H., Morgan, C., Hirsch, C., Prina, M., & Gayer-Anderson, C. (2022). The longitudinal course of childhood bullying victimisation and associations with self-injurious thoughts and behaviors in children and young people: A systematic review of the literature. *Journal of Adolescence*, 1–29. <https://doi.org/10.1002/jad.12097>

**Dr. Parada** recently published the following chapter and paper. Please see the citations and abstracts below.



Parada, R. H. (2022). Bullying prevention and prosocial skill development in school settings. In K. Barker, S. Poed, & P. Whitefield (Eds.), *School-Wide Positive Behaviour Support: The Australian Handbook* (1 ed., pp. 170-188). Routledge.

Bullying is one of the most prevalent forms of violence against young people. Whereas aggression may involve a ‘one-off’ or single event set of actions, bullying is characterised by experiencing repeated acts of aggression or intimidation, such as name calling, physical threats, social exclusion, and verbal/physical assault. These acts can occur between individuals or groups of individuals, and are in the context of an imbalance of power between the bully and their victim. A substantial body of Australian and international research indicates that bullying has significant negative implications. Despite numerous worldwide efforts, bullying in schools has either remained steady or is on the rise. School-wide Positive Behaviour Support (SWPBS) focuses on teaching and acknowledging positive behaviour and highlighting environmental conditions that reduce problem behaviours. This has included specific recommendations on its use to reduce bullying and increase prosocial behaviours. The author highlights how SWPBS systematic strategies such as whole-school expectation setting, a multi-tiered approach to intervention, and continuous, positive, and active supervision are utilised in anti-bullying intervention. A social-ecological systems lens is applied in reviewing the SWPBS approach to bullying intervention. In conjunction, these models have as their premise that students need access to preventative supports which encourage prosocial development while intervention strategies at multiple levels (e.g., students, parents, and school culture) should be simultaneously targeted. Specific examples of creating a school environment that encourages prosocial behaviour through an SWPBS approach are provided, as well as advice for evaluating intervention efforts.

Marsh, H. W., Reeve, J., Guo, J., Pekrun, R., Parada, R. H., Parker, P. D., Basarkod, G., Craven, R., Jang, H.-R., Dicke, T., Ciarrochi, J., Sahdra, B. K., Devine, E. K., & Cheon, S. H. (2022). Overcoming Limitations in Peer-Victimization Research That Impede Successful Intervention: Challenges and New Directions. *Perspectives on Psychological Science*, 17456916221112919. <https://doi.org/10.1177/17456916221112919>

Peer victimization at school is a worldwide problem with profound implications for victims, bullies, and whole-school communities. Yet the 50-year quest to solve the problem has produced mostly disappointing results. A critical examination of current research reveals both pivotal limitations and potential solutions. Solutions include introducing psychometrically sound measures to assess the parallel components of bullying and victimization, analyzing cross-national data sets, and embracing a social-ecological perspective emphasizing the motivation of bullies, importance of bystanders, pro-defending and



antibullying attitudes, classroom climate, and a multilevel perspective. These solutions have been integrated into a series of recent interventions. Teachers can be professionally trained to create a highly supportive climate that allows student-bystanders to overcome their otherwise normative tendency to reinforce bullies. Once established, this intervention-enabled classroom climate impedes bully-victim episodes. The take-home message is to work with teachers on how to develop an interpersonally supportive classroom climate at the beginning of the school year to catalyze student-bystanders' volitional internalization of pro-defending and antibullying attitudes and social norms. Recommendations for future research include studying bullying and victimization simultaneously, testing multilevel models, targeting classroom climate and bystander roles as critical intervention outcomes, and integrating school-wide and individual student interventions only after improving social norms and the school climate.

**Dr. Lapidot-Lefler** recently published the following paper in the *International Journal of Bullying Prevention*. Please see the citation and abstract below.

Lapidot-Lefler, N. (2022). The Role of Sociocultural Context in Cyberbullying in Israeli Society: Comparing Arab and Jewish Parents' Perceived Knowledge of Their Adolescent Children's Involvement in Cyberbullying. *International Journal of Bullying Prevention*, 1-12. <https://doi.org/10.1007/s42380-022-00136-8>

This paper examines the relationship between parental monitoring and control, parents' perceived knowledge of their adolescent's online activities, and parents' perceived knowledge of their adolescent's involvement in cyberbullying, among Israeli Jewish and Arab parents of adolescents. The 407 participants consisted of two groups: Jewish ( $n = 194$ ) and Arab ( $n = 213$ ) parents of adolescents in Israel, who were recruited via online social networks and completed an online survey. The self-report questionnaire included the Stattin and Kerr Parental Control and Parental Monitoring Questionnaire (Stattin & Kerr in *Developmental Psychology* 36:366, 2000), as well as parental knowledge of child online activities and witnessing and experiencing cyberbullying. Parental monitoring and control were perceived as higher by Jewish than Arab parents, while no group differences were found for perceived child disclosure or parental knowledge of adolescent online activity. Parental knowledge of the adolescent witnessing cyberbullying was higher among Arab than Jewish parents, while the opposite was found for parental knowledge of the adolescent experiencing cyberbullying. Parental knowledge of the adolescent both witnessing and experiencing cyberbullying was related to group affiliation, lower parental education, and higher parental perceived knowledge of the adolescent's online activities. Parents' perceived knowledge of the adolescent witnessing cyberbullying was further related to higher perceived adolescent disclosure. The study



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increases our understanding of perceived parental involvement and its relationship with parents' perceived knowledge of the adolescent's involvement in cyberbullying in a diverse and multicultural society.

## **BRNET ANNOUNCEMENTS**

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### **(1) *International Journal of Environmental Research and Public Health* Special Issue**

Please see the link below for information on the *International Journal of Environmental Research and Public Health* Special Issue entitled, "Children's Well-Being and Violence against Children: Psychosocial and Public Health Aspects." Manuscripts should be submitted by April 30, 2023. Link to Special Issue: [https://www.mdpi.com/journal/ijerph/special\\_issues/Children\\_Wellbeing\\_Psychosocial\\_Violence\\_Health](https://www.mdpi.com/journal/ijerph/special_issues/Children_Wellbeing_Psychosocial_Violence_Health)

### **(2) New Bullying Research Group at Brock University**

A new bullying research group has been formed at Brock University, the Brock Research on Aggression and Victimization Experiences (B.R.A.V.E.). For more information, please see the attached PDF and the following website: <https://brocku.ca/brave/>

### **(3) Call for Abstracts for the European Conference on Developmental Psychology**

We are pleased to announce that the call for abstracts for the European Conference on Developmental Psychology (ECDP) is now open! The conference will take place in Turku, Finland from August 28<sup>th</sup> to September 1<sup>st</sup>, 2023. For more information please visit the conference website at <https://sites.utu.fi/ecdp2023/>. We have an exciting program of scientific and social activities planned. Don't wait – submit your research today!

#### **Important dates**

Submissions open: November 14, 2022

Submissions deadline: January 31, 2023

Notification of acceptance: March 15, 2023

Follow us on [Facebook](#) to stay up to date with all the latest conference info!

Sincerely,

Christina Salmivalli, the European Association for Developmental Psychology (EADP) council, and the local organizing committee



#### **(4) Job Opening: Sibling Aggression and Abuse Research and Advocacy Initiative**

The Crimes Against Children Research Center at the University of New Hampshire has established a new Sibling Aggression and Abuse Research and Advocacy Initiative (SAARA). This first-of-its-kind initiative, led by Drs. Corinna Jenkins Tucker and David Finkelhor, will aim to increase awareness of sibling aggression and abuse, including physical, psychological, property, and sexual, and provide guidance for how to prevent and reduce their occurrences. Some of SAARA's activities will include disseminating research, creating a website and infographics for easy access to information, evaluating existing parent and family violence education, training and programs for sibling content, and developing archives of webinars and virtual talks on different clinical and research topics related to sibling aggression and abuse. User-friendly information and tools for the public and professionals will be found on the SAARA website and at future conferences and community educational forums.

Some of the core audiences for this initiative include: the media and general public, adult survivors of sibling abuse seeking understanding and help, parents looking for prevention and help, parent educators and clinical professionals looking to improve their effectiveness, and education, medical and mental health professionals. The initiative will also help to highlight the experiences of sibling abuse survivors and assist in their advocacy efforts.

The position is full-time and begins December 1, 2022. Exact starting date is negotiable. This appointment will initially be for five years based on satisfactory performance and availability of funding. Remote work is possible, but location will need to be validated before an offer can be extended. At least 2 annual in-person visits to Durham, NH campus are required

For more information see the SAARA website or email SAARA at: <https://jobs.usnh.edu/postings/52132> or [UNH.SAARA@unh.edu](mailto:UNH.SAARA@unh.edu)

#### **(5) Definitions of School Bullying and Cyberbullying Survey**

Dear Members of BRNET,

We would like to kindly ask you to participate in a survey on the definition of school bullying and cyberbullying. The survey is very short, it literally takes **5 to 10 minutes** to complete it!



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In this project, we are interested in creating a definition of **school bullying** and **cyberbullying** that represents our scientific community. This survey should only be filled in by **researchers** who focus on school bullying and cyberbullying and have published at least one research paper on the topic.

In this survey, we will ask you to write down your definitions of bullying and cyberbullying, and identify the most important elements of these definitions. We will not collect any sensitive personal information and you will have the opportunity to include your name optionally or remain anonymous.

You can enter the survey here: <https://izabelazych.limesurvey.net/281412?lang=en>

**Please forward this email** to all your **colleagues** who conduct research on bullying and cyberbullying. Do not hesitate to reach out to us if you have any questions or concerns. Thank you in advance for filling in this survey!

Best regards,  
Izabela Zych (University of Cordoba, Spain)  
David P. Farrington (University of Cambridge, UK)

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Thank you for your involvement in the Bullying Research Network! If you have any news, information, research, suggestions for new members, or other materials that our members would find useful, please do not hesitate to email us at [bullyresearchnet@gmail.com](mailto:bullyresearchnet@gmail.com) and we will include it in our newsletter and/or on our website.

Most sincerely,



Dr. Shelley Hymel  
University of British Columbia  
BRNET Co-Director



Dr. Susan Swearer  
University of Nebraska – Lincoln  
BRNET Co-Director



Dr. Wendy Craig  
Queen's University  
BRNET Co-Director

